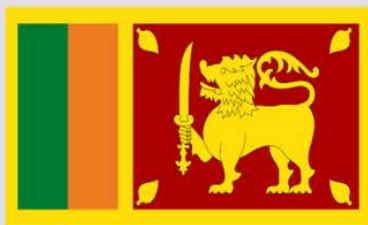




Bay of Bengal Large Marine Ecosystem Project



Report of the
Pilot Essential EAFM course
23-28 June 2013 • Kota Kinabalu, Malaysia

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Course Report

by Silvia Capezzuoli & Chris Grose

Course Code	852
Course Title	PILOT Essential EAFM - Ecosystem Approach to Fisheries Management
Client	BOBLME, UN Food and Agriculture Organization
Date	July 2013
Location	Kota Kinabalu, Malaysia

Executive summary

IMA International has been invited by FAO's Bay of Bengal Large Marine Ecosystem (BOBLME) to coordinate the development of an interactive training course package on the Ecosystem Approach to Fisheries Management (EAFM).

The pilot Essential EAFM course described in the report, developed through a training partnership of institutions including BOBLME, APFIC, FAO, NOAA, and USAID-CTSP) was held in Kota Kinabalu, Malaysia, 23 - 28 June 2013. Follow up from the pilot will entail further already agreed course package refinements and a second course later this year.

The associated Training of Trainers which took place directly after the course is analysed in a separate report.

For this course, the process of delivery was as important as the content. In terms of content, participants were exposed to concepts and information about EAFM (some of which many of them were already familiar with). The structured, participatory method of delivery using adult learning methodologies was critical to the experiential learning. Active group work and the sharing of experiences through guided discussions enabled participants to consolidate learning in a progressive manner. We fostered the sharing of experiences between participants of different agencies and countries, as well as in-depth fisheries management unit (FMU) work for developing draft EAFM plans. Participants were learning at multiple levels throughout the 5.5 days.

The learning strategy for this course involves pre - and post - course assessment (at individual level), as well as a suggested 4-6 month follow up at outcome level to assess change in behaviour/practice - i.e. improved EAFM practices.

This pilot course definitely succeeded in improving individual EAFM understanding and skills of multiple agency staff. It helped to foster much needed cooperation between fisheries departments of peninsular Malaysia and Sabah, and also strengthened team spirit within each of these two key departments. In addition, it enabled the younger staff from each of these departments to learn from their more experienced colleagues while at the same time taking more responsibility. From the perspective of capacity building for regional rolling-out of the course, the course also exposed candidate EAFM trainers to alternative participatory training delivery techniques.

In terms of the longer term aim of building capacity for EAFM within existing regional structures, it is imperative to market the EAFM options on the table by outlining and making public an overall EAFM strategy for the region so as to maximise uptake at all levels. It is also recommended that future courses continue to have some participants who actually have the mandate/power to be able to implement the required changes (as was the case with this pilot). This builds a stronger case for participants feeling they can be change agents.

This report outlines the course methodology, details the content of each training day and explains the daily feedback process. It provides an analysis of evaluations, explaining lessons learnt and makes recommendations for taking the EAFM training forward. Since this course was a pilot for a planned substantial training programme roll-out in the region, we feel that all partners concerned can benefit from such a level of detail.

The image shows a group of people participating in a workshop activity. They are using green circular paper cutouts to represent different stakeholders or actors. The cutouts are arranged on a white sheet of paper. Some of the visible text on the cutouts includes: 'RESTAURANT ASSOC.', 'SEEN', 'SWD', 'WWE', 'MMEA', 'EXPORTERS', 'IMPORTERS', 'FISHER', 'MAFI', 'MOA', 'EPU', 'POLITICIAN', 'CAGE CULTURE', 'INDUSTRY OF TOURISM & ENVIRONM-', 'JABATAN LAUT', 'VESSEL OWNER', 'RFTI', 'Tourism', 'Commercial Fishing (Continued)', 'Domestic Processing', 'Regional Supply', 'Foreign Imports', and 'Local Cargo'. A person's hand is visible, pointing at one of the cutouts.

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1. Introduction

IMA International has been invited by FAO's Bay of Bengal Large Marine Ecosystem (BOBLME) to coordinate the development of an interactive training course package on Ecosystem Approach to Fisheries Management. The pilot course and related TOT delivered in June-July 2013 are a continuing part of this process.

1.1. Course background

IMA started this development work in 2012; was involved in 2 regional meetings in 2012 and 2013 with the wider partnership (FAO, APFIC and USAID - funded Coral Triangle Initiative (CTI), implemented by the National Oceanic and Atmospheric Administration (NOAA) and Coral Triangle Support Partnership (CTSP), and delivered the pilot course and related TOT in June-July 2013.

The course is designed to build human capacity in understanding EAFM in order to operationalise EAFM and influence decision making processes on marine resources and fisheries management.

1.2. Training objective

The key course objective is to 'understand the concept and need for Ecosystem Approach to Fisheries Management (EAFM), and acquire skills and knowledge to develop, implement and monitor an "EAFM plan" to better manage capture fisheries'.

1.3. Training methodology

The interactive course was delivered in 5.5 days at Promenade Hotel, Kota Kinabalu, Malaysia from 23-28 June 2013. Topics were mainly introduced with Powerpoint presentations; group work and pair work were used to consolidate learning through examples and participatory exercises. The purpose of the exercises was twofold: to clarify and deepen understanding through discussion as well as to produce 'outputs' (for example charts, maps, tables, matrices) which visually represented the conclusions of their discussions. These are to be considered more as 'work in progress' than actual conclusions. Some of these outputs are included as visuals in the appendices.

The focus was very much on experiential (hands on) learning by doing. As a result:

- i. Younger trainees benefitted from open participation as they had a good chance to talk/initiate processes (this was possible thanks to the very supportive more experienced staff - a great example of 'handing over power' to the younger generation).
- ii. Candidates for the subsequent Training of Trainers (TOT) benefitted from being engaged in a more active way; experiencing a different way of training delivery from that which they are used to. This was reflected when we ran the TOT.
- iii. Without exception all participants stressed how much they had enjoyed and learned from the process.

1.4. Target groups

There were a total of 25 participants on this E EAFM course: 15 from DoF Malaysia and Sabah, UMS, CTI - Sabah and NOD/MOSTI were considered as trainees, while 11 were potential candidate trainers for rolling out EAFM in the region (see TOT report). These 11 came from departments of fisheries Malaysia and Sabah, WWF Malaysia and Indonesia, Conservation International Philippines, Palawan Provincial Government Philippines, Ministry of Marine Affairs and Fisheries Indonesia, and UMS as well as university of Bogor.

As part of a capacity building strategy, in this pilot we had to cater for these 2 categories of people, knowing we would run the TOT straight afterwards. So we were noting candidate trainer responses/participation and also asked them to do daily reviews and lead some of the discussions.

Throughout the delivery of the pilot, we were fully aware that the manner in which we prepared for, delivered and reacted on the course was potentially a role model for candidate trainers. This strategy reflected positively in participant comments for both the pilot course and TOT evaluations. We focused on exposing participants to diverse participatory training and course management methods, relying on resource persons to clarify very technical content questions (in the planned roll out trainers would have the technical fisheries knowledge). On the subsequent TOT, we actually took the pilot course apart a bit to explain the course preparation and management aspects.

We would like to extend our thanks to all partners, for their technical assistance and input into the design process, and to Sabah Fisheries with WWF - Malaysia and CTI-University of Malaysia-Sabah for managing the logistics of the event. We would also like to express our thanks to staff of WWF - Malaysia and CTI-University of Malaysia-Sabah, as well as BOBLME, for their excellent administration and technical support throughout the course.

2. Lessons learnt and recommendations

2.1. EAFM uptake

1. EAFM uptake requires a strategy; APFIC as the regional body may be best placed to 'hold' this. Develop 1 pager nutshell vision for rolling out EAFM in region which outlines levels of materials and courses available and their target audience. Finalise 45-minute slide presentation to use for creating awareness and marketing EAFM (it can also be an option to show on courses). The one page vision is needed for PR and advocacy. It will be in English to start with, but needs to be translated soon (e.g. into other BOBLME languages). E EAFM course nutshell also needs translating. These documents need to be made available fast for marketing and awareness-raising at policy level and at high + mid government levels in the region. It will then take time for uptake by different bodies or agencies. (With more backing, it will be easier to earmark funds for translation of package).
2. In the spirit of cooperation, link up with all others: donors (FAO Rome, ADB, USAID regional, AusAid...other? IFAD? WFP? UNEP?); regional bodies and organisations; universities; agencies, big NGOs. Use strategy in a nutshell, and course in a nutshell to sell this. Having key documents visibly available on websites (E EAFM course nutshell, timetable and objectives; EAFM strategy in a nutshell + 45 minute presentation) is a start. Later whole course package can be shared on websites.
3. Hold proper official inauguration in each country. Ensure all logos present for official openings (as support and reinforcement).
4. Support the 3 country strategies as developed on TOT (see Appendix of TOT report). The Malaysians want to hold a pilot E EAFM course Sept/Oct 2013, and another in early 2014. The Philippines want to run course in region 4b in December 2013. The Indonesians plan courses for 2014. It would be strategic if one or more partners of this pilot attended each of these events, making a publicly visible contribution (even if just presence and verbal support/endorsement). This would reinforce the message and also pilot TOT candidates would feel supported.
5. Share nutshells and package with other LMEs. Identify who is collating information about EAFM in practice and doing analysis (or identify someone to actually do analysis; i.e. lessons learned). This really should be within remit of a regional body (such as APFIC?).

2.2. Immediate course improvement & follow up

6. We follow agreed review plan as emailed 4-7-2013. Complete training package needs to be ready by the end September 2013 (in time for pilot 2).

7. Follow up on individual action plans in 4-6 months (possibly from IMA as training provider, or BOBLME resource person).
8. Identify resource persons as links. We said to TOT candidates that they can contact all/any of us, but we should send a message to all alumni with 2 names only. We suggest that Simon Funge-Smith (FAO) and Adel Heenan (NOAA) are names available to all, so any EAFM content/technical queries to go to them and they farm out to other resource persons as appropriate. Any training-related queries to come to Silvia Capezzuoli.
9. Think about adding short 'change agent' session into the course on day 5. This worked very well on TOT, but it is actually about enabling participants to analyse how they can make a difference in the uptake of EAFM.

2.3. Sharing materials

10. Need to have training course package on multiple websites to maximise uptake (NOAA/FAO/APFIC/BOBLME) but mainly hosted by APFIC? Package to be in pdf version, accessible to all in easily downloadable folders (in this case the pdf powerpoints don't have notes). Will need IT advice for best way to get package onto websites.
11. Pilot TOT candidates to receive Word and Powerpoint versions to use. Other future candidates also need these versions so need to think of how these will be made available.
12. Sharing between E EAFM alumni: BOBLME has set up a linked email; make use of this email list for all joint communications; BOBLME to keep it alive (inject something each month to keep dialogue open).
13. Adel Heenan to look into googledocs free space (as suggested by some TOT candidates). The problem is that latter has to be managed/filtered; we suggest that if we go down this road NOAA has this function as they have highest level of internet security settings.

2.4. Pre-conditions for EAFM

During this course, it became clear that the ideal pre-conditions for an uptake of EAFM include:

- Political commitment
- Buy-in from senior management
- Flexible structures, processes and systems that support an EAFM approach
- Organisational culture that promotes openness, learning, transparency, collaboration and sharing
- Willingness to reach out and cooperate/communicate with other departments, agencies, sectors
- Motivated staff

3. Review of course delivery

The pilot course was run by 2 IMA International trainers, and 6 resource persons from partner organisations provided technical support as well as critical feedback (see 4. Feedback loops).

The methodology used was participatory and output-oriented. Each day groups produced charts with cards reflecting thinking and analysis process. These needed to remain visible for maximised learning. Different methods were used to reinforce learning (activity resulting in chart output, followed by individual recording in workbook). Outputs were pinned up sequentially on the walls in the training room to illustrate course journey and acted as prompts and linkages. Throughout the course, trainers consistently reinforced EAFM linkages and key messages, referring to visuals and course materials.

It was essential for the pilot to have an effective administration team who electronically recorded many of the outputs for partners' and participants' benefits (for review and analysis after the course). This electronic recording is a plus; on future courses participants would have their own records of key group work outputs in their workbooks; with selected outputs being recorded by the admin team.

Different energisers were used 1-2 times a day, depending on need, and they were well appreciated (usually after lunch and sometimes when reconvening after breaks). The purpose was twofold: i) energising participants by having fun so as to maximise their engagement and concentration and ii) expose potential candidate trainers to the use of energisers.

3.1. Opening day

For the pilot, IMA had recommended that we have an extra short session before the 5 days, as a soft introduction to the course, together with a welcome dinner. This short 2-hour programme went as planned. The aim was to create sense of participation and active learning right from the start. We had a rapid assessment activity during the 30 minutes registration so as participants came into the training room they were actively generating information about themselves: a) dot matrix on familiarity with key course approaches and years fisheries/natural resources experience and b) (1st comers explained this process to late comers). After brief introductions, participants individually completed a pre-course assessment (see **5 Analysis of evaluations**).

We then gave a brief course overview, and carried out a mapping exercise to plot everyone in the room (their departments/agencies) and show linkages between them. We also plotted important EAFM actors who were not present, and drew their linkages. This map was referred to during the course, especially when covering step 4.2 governance check and discussing stakeholder relationships. Dr Rayner Stuel Galid, Head of Sabah Department of Fisheries, then gave the official welcome before the group dinner. This led also to several positive articles in the press about EAFM and the work being done by participants in this regard.

On future courses, the rapid assessment can be done during the first 30 minute registration and the participant mapping exercise can also be incorporated into the first part of the morning.

3.2. Day 1

Most of the day was spent thinking at the generic and higher level - with the aim of introducing concepts and background, necessary for understanding of EAFM and putting it in context of their own fisheries.

The icebreaker 'Hopes, concerns and what I bring' revealed that most participants were open to learning, eager to know more, but also showed awareness of major higher level challenges (which the course cannot address in depth, (e.g. acidification and climate change).

Issues and threats brainstormed on cards for their fisheries worked well. Groups independently grouped their issues in the 3 EAFM components without any trainer prompting, showing a degree of overlap between groups' outputs.

'Why EAFM' - is an important session, but after discussing ecosystem benefits there was a conceptual jump to management (this linkage was missing and is being reviewed). Also, resource persons felt that the logical sequence from module 1 Threats and issues to module 2 Why EAFM required more linkages development (this is being reviewed).

The 'What is EAFM' session worked fairly well. However, it revealed inconsistencies and overlap between modules 3 and 4. Module 3 (What is EAFM) talks about 3 components as a framework, and principles (from CCRF); then module 4 talks about the 5 considerations (some of which overlap with principles to a degree). This is being addressed by the review. Use of video clip was appreciated as different form of delivery. We only showed one fisheries-related video clip; and another on day 4 for negotiation. Participants requested more videos and we do have a wide selection available (mainly

from You Tube) but we need to select a few key ones and be clear what the participant task is while watching.

The timeline exercise after lunch was a way of building on institutional knowledge in the room (per country group). This was very well appreciated as it allowed the Malaysia group especially to benefit from learning between more and less experienced people. Their output was also more detailed reflecting the usefulness of doing this exercise with a larger group to maximise learning. The timelines were re-visited on day 2.

The 'Considerations' session (Module 4) was 45 minutes lecture style and too long. The slides need to be reviewed so as to avoid overlap with module 3 and be consistent. We also need to think of alternative delivery methods (especially if this session remains in the after lunch slot).

Day 1 remains a day of generic principles, and trainers need to stress that participants may feel a little 'lost' until day 3 which is when they really get to grips with their respective FMU issues.

Feedback:

Lots of feedback came from participants using the 4x4 matrix (see **Appendix III**). The main points that trainers reacted to and changed for day 2 consisted of some logistics, keeping group work, energisers, sharing experiences, getting resources persons to provide more input (as opposed to their original intended role of keeping a back seat).

Resource group felt that outputs generated on day 1 (lists of issues and threats, timelines, and map day 1) are all to be added to trainer manual as further resources for future trainers: especially photo of a timeline - so that future trainers can see what one looks like).

3.3. Day 2

Feedback from day 1 was that participants wanted to hear experience of resource persons. So we factored in resource persons for rest of the week, running with few of planned slides. US case study as part of 'Moving towards EAFM' was presented by Rusty Brainard and much appreciated, and we also asked Bob Pomeroy to comment. The case study is useful to illustrate points; and there was clear demand for more, as well as for more practical applications of EAFM. It would be good to have a repertoire of examples that can be cited. The arrow diagram for 'Moving towards EAFM' continuum was used for day 1 homework and as a prompt for discussion. It was not a clear exercise, so Derek Staples had suggested on day 1 that participants complete it either for a fishery they were familiar with, or at country level. This helped participants to use the table and provided a basis for country group discussion on day 2. However, the continuum table needs re-aligning with the table comparing conventional fisheries and EAFM in module 3.

The '5 steps of EAFM' were introduced and engrained through an experiential learning exercise (stand in circle). 'Start Up B' session does not flow well (CCG/EAFM team) and also possibly has too many tasks (to be reviewed). It worked well to have Bob Pomeroy talking to existing co-management slides.

3.4. Day 3

Day 3 ran as planned as per session plans, covering steps 1, 2 and 3. Despite the many activities interspersed with other learning methods, participants fed back that it was a very heavy day. This was especially evident after day 4 which is 'lighter'. The sequencing of activities and group work is being reviewed and merged so as to ensure the two days are more equally balanced with a smoother flow. The scoping FMU session worked well as participants really enjoyed drawing maps of their FMUs. On day 4 we revisited these maps to plot fisheries related conflicts (as per Michael Abbey suggestion). Responding to participants' request to hear more from resource persons, we asked Derek Staples to present step 3.2 'develop indicators' using the prepared slides. Simon

Funge-Smith quickly revamped the 3.3 slides ‘management actions’ to make this session more visually appealing, adding examples which participants could relate to. For these sessions it is important to have local, practical examples that trainers can use for discussion. In the final evaluations some participants said they would have liked more time to discuss management actions; we need to factor this into sequence and session plan to have as an option (however, the demand will vary depending where participants actually are in their real EAFM process i.e. they are likely to want this discussion if they are already implementing some EAFM, rather than at the purely planning stage).

3.5. Day 4

Day 4 was highly appreciated day, as it was far more interactive and ‘fun’. We asked Rudolf Hermes to talk about step 4.1 ‘Communication’, using the prepared slides, and it was appropriate to explain the BOBLME communication strategy. The way the session was designed could easily end up being on communication itself so we need to keep in mind that communication here relates to how we communicate the EAFM plan. Bob Pomeroy then explained the slides on ‘governance check’ in step 4.2. All the people skills exercises very much enjoyed: active listening, facilitation and conflict role play. As a way of cross referencing, and so as to ground the conflict management discussion in their FMUs, we asked groups to plot their conflicts on their FMU maps. They enjoyed this, but felt there then was no link between their plotted map and actual session content (need to build this into content discussion).

The last session on day 4, ‘M&E and adapt’ did not work so well. Participants enjoyed the bus stop exercise as a prompt for discussion, but the slides did not link ‘M&E and adapt’ enough to EAFM process. Content needs to be reviewed so as to link it better.

It had become apparent on day 3 that the ‘Essential bay example’ was not working well. This was supposed to act as a generic example which we could use to illustrate each EAFM step, but it was not applicable.

3.6. Day 5

Presentations

We had explained from the outset that participants would have to give presentations on the last day relating to their FMU draft EAFM plans which they had progressively developed during the week. At the end of day 4 the training room was available for a couple of hours, and a couple of groups stayed behind to prepare for day 5. On day 5 we re-arranged the training room so as to have 5 separate work stations with wall space for all of their respective FMU outputs. Country timelines produced on day 1 were also available as support. Groups were given one hour to finalise their presentations and we had purposefully stipulated no powerpoints; they were only allowed to use paper, card, photos and other available stationary. The pedagogical reason behind this is that if not done properly, powerpoint slides can be far too busy, boring, not interactive enough, and also there is a risk of ‘copy and paste’ syndrome, with little learning actually taking place. Using basic flip charts and cards gives everyone in the group a chance to contribute.

Each group then had a 20 minute slot: 10 minutes to present their draft EAFM plan, and 10 minutes of feedback from participants and resource persons. All 5 presentations were of a high standard, with everyone in each group having a chance to present aspects of the plan. Some of the groups were very creative; both in terms of the content (e.g. accessing alternative financing, thinking of possible management actions) and in the way they told and visually represented their story (see **Appendix VII**). Resource persons played a key role during presentations by asking relevant questions. It is important to remain critical and continue probing, so participants understand these are work in progress and can be improved.

As day 5 was on Friday, we had a 2.5 hour prayer and lunch break and reconvened for the last 1.5 hours of the course. This consisted of course evaluation, action planning and certificates.

Course review

We used 2 techniques for revisiting course concepts and key learnings as we wanted to see whether the main principles of EAFM (and how it differs from conventional fisheries management) had been understood. Some resource persons felt that the draft EAFM plans did not seem very different from conventional management, so we needed to find out whether the key messages about EAFM had actually been delivered and understood.

First we had all participants sit in 4 random circles, with an inner core of 3-4 chairs facing outwards, and another circle of 3-4 chairs facing inwards. Participants sat in pairs facing each other and discussed what they felt they had learned during the week. The outer circle rotated a few times so each participant got to speak to 3 others. Resource persons sat in to listen to these discussions. This was a semi guided discussion (main question: what have you learned about EAFM this week?).

Next we asked groups to carry out a pairwise ranking of what makes EAFM different from conventional fisheries management. We briefly explained how to do a ranking, and then asked a simple question: “if you had to explain to your boss what makes EAFM different from conventional fisheries management, what key (5) elements would you choose?” In different groups, participants then discussed and decided on 5 elements, and then compared the same elements pairwise, asking each time which is the most important one. This exercise showed us that all the key messages about EAFM had been understood, to different degrees, and there was a certain consistency in the group choices and responses. There is a clear positive correlation between the results of this exercise, and the end-of course evaluation Q 6 and 8, in terms of what participants actually feel they are ‘taking home’ from this course.

Action planning

Personal action planning was a new concept and not many of the participants were familiar with action planning booklets which we distributed on day 1. We had to explain that the function of these booklets was not for us to check on what they had learnt, but to facilitate individual learning. At the end of each day participants were given time to review the day’s content and jot down a few notes on what tools/concepts they had most learnt and how they would apply these in their work context. On this last day, participants spent some time looking through their personal notes and developing a personal action plan for the next 3-6 months. We have photos of their 1-page action plans (also sent to BOBLME) which will form the basis for the 4-6 month follow up.

Participants were then given time to complete the post-course evaluation, before certificates and a few closing remarks from the organisers.

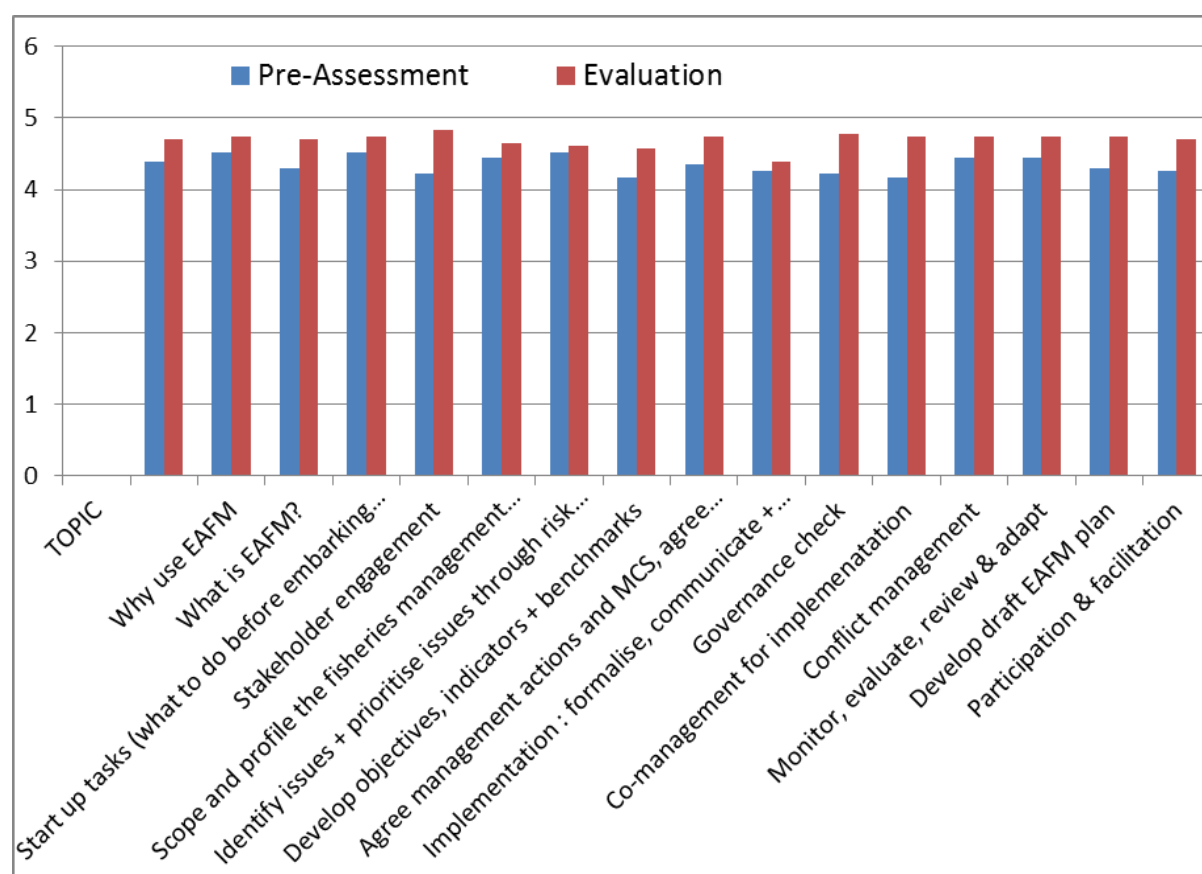
4. Feedback loops

Since this was a pilot, we wanted to maximise feedback so as to improve course design, content and delivery, so we had 2 levels of daily monitoring feedback at the end of each day: from participants and from resource persons (see **Appendix III** and **Appendix IV** for collated results).

- We responded each day by feeding back on the daily monitoring, explaining how we were adapting or changing, and what we would not address. We differentiated between logistics (food, snacks, AC) and content/process. Examples of how we responded include: day 3 providing a timeline for course journey to help participant navigation; incorporating resource persons input at specific points in the programme; building in more time for sharing experiences/exchanges; continuing to practise energisers).

- Resource persons had agreed to specific TOR for the pilot: be all ears and eyes; take part in group exercises but refrain from being in the driving seat; listen in on participant daily monitoring groups; provide feedback to trainers on delivery and what can be changed for following day; compile feedback regarding content for revision post-course. Credit is due to all resource persons who worked hard during the course to re-design and improve certain presentations. Together with trainers they successfully agreed to a pilot follow-up schedule for improving the content and layout of powerpoints and handbook; sequencing of days 3 and 4 which was unbalanced; overall course flow and also developed a new 45-minute presentation which can be used as part of E EAFM advocacy/marketing strategy.

5. Analysis of evaluations



Comparison of Q. 3 in pre-course and Q. 6 in post-course assessment

5.1. Pre - and post - assessment comparisons (using formats adapted from FAO)

We administered a pre-assessment on the opening day of the course, before the course overview; and related questions were asked in the end-of-course evaluation on day 5. These 2 forms provide us with participants' knowledge on EAFM - related topics before and after the course, as well outlining their expectations. From the bar chart below we can see learning occurred for EACH topic we delivered on the course (i.e. there was an increase from pre-course assessment (blue) to post course evaluation (red)).

The pre-course showed us that participants were interested in most topics, with the most relevant topics being primarily in What and Why EAFM, as well as stakeholder engagement (and conflict). Topics that scored lowest before the course (in terms of perceived relevance) were Monitoring, Control, and Surveillance (MCS) and governance. When we compare with the end-of-course

evaluation, we see the biggest learning was precisely in the topics of stakeholder engagement and governance check. Co-management for implementation, management actions, MCS and agree finance also showed learning.

This shows us that participants have mixed expectations of what is or not useful, and in fact they reviewed their expectations having been exposed to course content. They really wanted to learn about stakeholder engagement, and this is precisely the topic that reflected the most learning overall. Although they initially felt governance-related issues were not an issue, having done the course they realised that these are important for EAFM.

Before the course, participants were asked what topics they thought would be most relevant to them (Q 4). When compared with a similar question after the course, we can see that for two thirds of respondents, at least one of the topics they had originally thought would be most relevant, was in fact rated as most relevant for their work as delivered. From this we can deduce that some felt the course delivered on their key relevant topics; some realised that other topics were actually more relevant to their work. The responses reflect the diverse topics.

The end-of-course evaluation (Q 8) also highlights the topics that participants felt were most useful for them for their work. The topics that scored highest were: conflict management, developing EAFM draft plan and What is EAFM. Next came: Why EAFM; Start Up A, Implementation; M&E, review and adapt. Amongst the ones that scored lowest in terms of work usefulness, key EAFM principles of governance check and co-management stand out. However, this contradiction can be explained by the actual wording of the question. The course review using discussion and pairwise ranking DOES reflect an understanding of the key EAFM principles/elements. The question asked in the paper end-of-course evaluation is worded more in terms of job relevance.

There are limitations with asking guided rather than open questions. Most participants responded using our pre-selected categories, but a few individual responses were different, reflecting what for them were the most useful topics (timeline activity, financing, adaptive management, 3 EAFM components, general communication). Discrepancy in wording in the pre-course and post-course assessments can be reviewed to ensure that we generate the answers we are looking for.

5.2. EAFM quiz

The 20-question EAFM quiz (administered at end of day 4) also provides a snapshot of whether participants understand the key elements of EAFM. Results show that 70% scored 15 or above out of 20. The purpose of the quiz is to assess general knowledge about EAFM. It acts as a measurement for trainers to see if they have delivered the objectives. Although we did not do this, the quiz does need to be reviewed on day 5, and answers returned to participants for individual learning (need to factor this into session plan).

For 7 of the 11 ToT candidates we actually have before and after quiz scores as they formed part of the candidate pre-selection process (and we can see learning for each of them in the 2nd quiz (with one exception which was later justified to us).

We have an Excel template for Quiz responses, so this can now be used by trainers/admin staff to enter the quiz results, for tabulating and summarising.

The final evaluation (Q 7) showed that half of the participants would have wanted more of the following (each of these was mentioned by only one individual):

- Methods: more videos/media, role play.
- Content: more on stakeholders, regulations, risk assessment, conflict management, formalising EAFM plan, lessons from other fisheries, real life Southeast Asia plan that has been implemented, EAFM projects that have failed, field trip, using toolkit for each EAFM step, EAFM technical tools and management actions.

The FAO post course assessment does not include any assessment/questions on actual facilitation/training techniques; so it was supplemented with standard IMA end of course evaluation form. Training delivery is a critical element for learning and uptake (i.e. the course needs to be trained in a way that actually promotes learning).

5.3. Follow up

We suggest a 4-6 month post-course follow up of action plans (run/coordinated by IMA or BOBLME resource person). The simplest format is an email questionnaire, but this could be complemented by focus group discussions/meetings to understand not only what worked and what did not, but also why. In this way we are role modelling: we need qualitative information at outcome level to assess change in behaviour/practice - i.e. improved EAFM practices.

6. Logistics and administrative support

The residential training was held at the Promenade Hotel, Kota Kinabalu. Each participant was provided with the following materials: handbook, workbook, 2 sets of toolkits, action plan, and BOBLME bag and note pad, and hotel notepads and pencils. At the end of the course they received a USB stick with electronic versions of most of their FMU group work outputs, as well as the more general outputs from day 1, plus a CD with the many course photos. The training room was equipped with pin boards, whiteboard, projector, flip charts, internet access as we had requested. The Secretariat provided a printer, another projector and all necessary stationery. The training room was a good size, with adequate space for break out groups and group discussion. It is a pity that the room we used most of the time (Bougainvilla 1) had no real daylight or windows. On the other hand it had plenty of wall space which we made use of. Photocopy and printing facilities were also available in the hotel business centre at extra cost.

It was not ideal to have to swap rooms from the opening day (Teratai) to day 1 (Bougainvilla 1), but we knew in advance this would be the case so we had prepared logistics for this. It was more of a problem to be told at the end of day 1 that we had to vacate the room because another function was to take place there. In fact this happened for a few consecutive days. Luckily the hotel staff were well-versed in this and were able to return most outputs and materials as we had left them (this could potentially have been a nightmare); however, this still added to trainers' preparation time each morning as we had to go in earlier than planned to ensure the room was set up as we wanted it. Since this course generates many outputs (need wall space) and requires well-laid out stationery available, in future it is advisable that the training room is booked for 100% of the time (i.e. that no other function takes place in same room after course hours).

Food facilities were good. There were two refreshment breaks during the training day (next to training room) besides lunch. Breakfast and lunch were also provided as part of the residential training. Participants, resource persons, admin support and trainers ate together in the restaurant; this provided an opportunity for informal discussion and interaction which definitely helped with group bonding.

Two staff from Secretariat and one from BOBLME provided essential full-time administrative support throughout the training as well linking with programme-related support when required.



Participatory course review - Day 5

Appendix I List of E EAFM course participants

		Name	Organization	Status
TOT candidates	1.	Michael Abbey	NOAA	TOT
	2.	Dr Norasma Dacho	DOF-Sabah	TOT
	3.	Robecca Jumin	WWF-Malaysia	TOT
	4.	Dr Connie Fay Komilus	UMS Malaysia	TOT
	5.	Ms Tan Geik Hong	DOF-Malaysia	TOT
	6.	Ms Chitra Devi G	WWF-Malaysia	TOT
	7.	Mr Abdullah Habibi	WWF-Indonesia	TOT
	8.	Dr Mohammad Mukhlis Kamal	IBP Indonesia	TOT
	9.	Dr Suharyanto	MMAF Indonesia	TOT
	10.	Rollan Geronimo	CI Philippines	TOT
	11.	Romeo Cabungcal	Palawan, Philippines	TOT
Trainees	12.	Haryati Abd Wahab	DOF-Malaysia	Trainee
	13.	Ismail Ishak	DOF-Malaysia	Trainee/Observer
	14.	HJ. Shahrudin Yusof	NOD/MOSTI Malaysia	Trainee/Observer
	15.	Gerald Misol	DOF-Malaysia	Trainee
	16.	Keni Anak Ngiwol	DOF-Malaysia	Trainee
	17.	Victor Charlie Andin	WWF-Malaysia	Trainee
	18.	Muhamed Abdul Rauf	WWF-Malaysia	Trainee
	19.	Sabrina Makajil	DOF-Sabah	Trainee
	20.	Jessie Beliku	DOF-Sabah	Trainee
	21.	Affendi Derisa	DOF-Sabah	Trainee
	22.	Elron Sator	DOF-Sabah	Trainee
	23.	Ivoni Felix	WWF-Malaysia	Trainee
	24.	Chung Fung Chen	Reef Guardian	Trainee
	25.	Marylyn Amatus	CTI-Sabah	Trainee
Resource persons	26.	Derek Staples	BOBLME Consultant	Resource Person
	27.	Rudolf Hermes	BOBLME	Resource Person
	28.	Robert Pomeroy	USAID-CTSP	Resource Person
	29.	Rusty Brainard	NOAA	Resource Person
	30.	Adel Heenan	NOAA	Resource Person
	31.	Simon Funge-Smith	APFIC-FAO	Resource Person

Appendix II Assessments comparison

Pre-course and post-course assessment comparison

These results are visually depicted and analysed in bar chart in section 3. Analysis.

TOPIC	Pre-Course Assessment	Evaluation
	Total Score	
Why use EAFM	4.39	4.70
What is EAFM?	4.52	4.74
Start up tasks (what to do before embarking on EAFM process)	4.30	4.70
Stakeholder engagement	4.52	4.74
Scope and profile the fisheries management unit (FMU)	4.22	4.83
Identify issues + prioritise issues through risk assessment	4.43	4.65
Develop objectives, indicators + benchmarks	4.52	4.61
Agree management actions and MCS, agree sustainable financing	4.17	4.57
Implementation : formalise, communicate + engage	4.35	4.74
Governance check	4.26	4.39
Co-management for implementation	4.22	4.78
Conflict management	4.17	4.74
Monitor, evaluate, review & adapt	4.43	4.74
Develop draft EAFM plan	4.43	4.74
Participation & facilitation	4.30	4.74
Preparing + giving presentations on EAFM plan	4.26	4.70

Appendix III Daily monitoring - participants

Daily monitoring was carried out at the end of each day using an anonymous 4x4 FAO matrix (see collated day 1-4 comments below). Trainers took comments on board and addressed all in the following day's review, improving on selected ones.

The 4x4 matrix has 4 boxes: keep it; add it; change it; what I will remember. In groups, participants were asked to discuss their impressions of the day and 1 person took responsibility for writing down comments for each of the 4 sections. This qualitative assessment shows the trainers what was appreciated (or not) during the training day. It also allows all participants to air their views knowing they will not have to necessarily feed back directly to trainers. Trainers then met with all the scribes who fed back their group's comments. Trainers then collated all the comments (see below) and agreed what they could/should respond to.

DAY 1 Monitoring Group Feedback E EAFM Pilot Kota Kinabalu (24/06/2013)	
Keep it: <ul style="list-style-type: none"> • Fun • Snacks • One Resource Person (RP) per group • Code of conduct • Interaction and group discussion • Random and mixed groups • Content of the modules • Different media used • Visual EAFM slides coupled with posters • Time keeping • Exercises 	Change it: <ul style="list-style-type: none"> • Layout difficult for moving groups • Freezing • Fewer slides and text more photos and diagrams • Smaller groups • Longer for discussion groups • Rotate RPs throughout different groups • Get participants to talk more • Need to explain Homework and action planning
Add it: <ul style="list-style-type: none"> • More examples e.g. participatory experience • More experiences from RPs • More icebreakers • Entertainment session • More games and exercises in the afternoon • More videos • Lacking discussion on fisheries resource and maybe add basic fisheries biology (could put in toolkit) 	What participants will remember: <ul style="list-style-type: none"> • Interactive group sessions • Video • Learning technologies • Elements of EAFM • Sharing of country information • Learnt how to deliver training • What and Why of EAFM • Timeline helped with interaction and knowledge history
DAY 2 Monitoring Group Feedback E EAFM Pilot Kota Kinabalu (25/06/2013)	
Keep it: <ul style="list-style-type: none"> • Sharing experiences of Resource Persons (RP) and participants • Code of conduct • Interactive and dynamic group discussion • Drawing the facilitator • Energisers 	Change it: <ul style="list-style-type: none"> • Tea break menu too heavy • Nothing • More visual aids, video and colourful slides • Relate activities to what is said in the handbook • Adapt continuum table

<ul style="list-style-type: none"> • Maintaining a slow and steady pace to help learning • Visual aids 	<ul style="list-style-type: none"> • More time for group exercise (large Malaysian group) • Better coffee
Add it: <ul style="list-style-type: none"> • More videos • More case studies • Show visual of where we are in the course • More explanation for activities (keep instruction slides up) • Remind people of the course code (some texting) • Pencil sharpeners • Participants a bit quiet maybe need microphone for those at the back • Need time checks during activities “5 minutes to go” • More RP lectures • Practice on tools 	What participants will remember: <ul style="list-style-type: none"> • Planning process • Stakeholder analysis • Drawing facilitator • Start up A+B (esp. stakeholder engagement) • Rusty “EAFM does not happen overnight” • Bus Stop sessions • Snip snap energiser • Malaysian Chris • Steps - when we stood outside
DAY 3 Monitoring Group Feedback E EAFM Pilot Kota Kinabalu (26/06/2013)	
Keep it: <ul style="list-style-type: none"> • Like smooth flow of the programme • Physical activities • Interaction • Course timeline • Warm room • Healthy menu (fruit) • Fun games • Trainers approach • Issues and prioritisation 	Change it: <ul style="list-style-type: none"> • Steps 1 and 2 a bit heavy • Too packed • No more blackouts • Lift problems • More discussion needed to avoid sleeping (afternoon session) • Request for noodles again!
Add it: <ul style="list-style-type: none"> • Cause and effect (causal analysis) • Causal chain analysis (Miradi software programme free for NGOs) • Nothing • Try different tools for prioritising • More videos about fisheries (i.e. successful EAFM) • Show EAFM plans from other countries 	What participants will remember: <ul style="list-style-type: none"> • Planning process for FMU • Able to define FMU • Participation is at the heart of EAFM • 5 steps of EAFM • Map drawing • Work planning • Games • Process of setting goals and vision • Risk assessment high and low • Poverty is an issue in Malaysia • Difficult to develop indicators, etc.
DAY 4 Monitoring Group Feedback E EAFM Pilot Kota Kinabalu (27/06/2013)	
Keep it: <ul style="list-style-type: none"> • Role play (conflict and active listening) • Interaction • Fun games (Energisers) • Good flow • Participation • Happy 	Change it: <ul style="list-style-type: none"> • Nothing • No linkage between conflict setting on maps and slides • Shuffle days 3 and 4 to spread lighter exercises • Would like to be informed about a circle

<ul style="list-style-type: none"> • Everything • Buzzing energisers 	(i.e. where to put their books)
Add it: <ul style="list-style-type: none"> • Nothing • Would like to go outside of the training room more • More role play for conflict management • Personal experiences from RPs to be captured (e.g. Bob) • More trainers • Training skills to be given for all 	What participants will remember: <ul style="list-style-type: none"> • Elements of applying good governance and conflict management skills • Video • Games • Role play • Importance of communications • Sandwich feedback • Humour

Appendix IV Daily feedback - resource persons group

Collated day 1-4 Feedback from Resource Persons Group

DAY 1	
A. content that needs to change for pilot 2	
<p>What worked/did not work</p> <ul style="list-style-type: none"> • Products from activities not really linked to the logic of the course • Trainers will not have the broad range of knowledge and experience needed to cover all the complexity of EAFM. • Several ways of visualising the same concept in the PPT presentations • Alignment of PPT presentations and the handbook • Logic in the presentation of Module 1-4. There needs to be a simpler flow of logic and linkages between modules • Handbook text needs further editing 	<p>Suggested improvements</p> <ul style="list-style-type: none"> • Include photos of the products in the trainer's handbook to demonstrate the type of products that can be generated by group activities - In the rewrite of PPTS and presentations (see below) strengthen the linkages between activities, their outputs and the course • Include a simple example of concepts/new ideas that trainer can talk about • Trim the PPT presentations to include the best way of presenting the concept e.g. Rusty can supply a layered diagram of broadening "conventional" fisheries management to EAFM • Include PPT visuals/diagrams in PPTs • Changes may be needed to both the PPT presentations and Handbook text for modules 1-4 <ul style="list-style-type: none"> - Some "linkage slides" need to be added - Bob to provide addendum on how the linkage between modules 1 & 2 can be strengthened - Derek to provide addendum that combines modules 3 & 4 - CTI/BOBLME to decide how and when these changes to the PPTs and Text of the handbook are to be made • CTI/BOBLME to provide a forum (e.g. Google docs) to incorporate the edits of Resource persons
B. what can we add/review/change the very next day	
<p>What worked/did not work</p> <ul style="list-style-type: none"> • Long Powerpoint presentations • Presentation errors in Handbook • Many products from activities 	<p>Suggested improvements</p> <ul style="list-style-type: none"> • Break the PPT presentation down into smaller bits – Invite Q&A and include some responses from Resource Persons • Quick explanation that these presentation errors will be fixed • Label the outputs on the wall. Outputs from activities need to be linked to the logic of presentations and handbook e.g. Threats and issues need to be linked to why EAFM

DAY 2. A. content that needs to change for pilot 2	
<p>What worked/did not work</p> <ul style="list-style-type: none"> Start-up A contained a large number of tasks that were not listed in sequence. However, a sequence emerged from the presentations and activities. The roles and functions of the EAFM team and the CCG were not clear Role of resource person in future training and TOT Consideration of legal requirements not well covered 	<p>Suggested improvements</p> <ul style="list-style-type: none"> Tweak the list to a better sequence <ul style="list-style-type: none"> To be included in tasks to be carried out post pilot Clarify these roles <ul style="list-style-type: none"> To be included in tasks to be carried out post pilot Consider the involvement of Resource persons in future TOT Develop a checklist of key policies and legislation mandates
B. what can we add/review/change the very next day	
<p>What worked/did not work</p> <p>No changes needed to day 3</p>	
DAY 3 A. content that needs to change for pilot 2	
<p>What worked/did not work</p> <ul style="list-style-type: none"> The changes that the trainers made to the slides were good and should be captured for the next version The logical flow of moving from vision to issues to goals could be improved The link between day 2 and day 3 needs a better link The hierarchy of vision, goals, and objectives was confusing 	<p>Suggested improvements</p> <ul style="list-style-type: none"> Change the order of addressing the vision, goals issues and objectives as agreed Modify the 1st slide on day3 Define more clearly what we mean by vision, goal and objective
B. what can we add/review/change the very next day	
<p>What worked/did not work</p> <p>No changes needed to day 4</p>	
DAY 4 A. content that needs to change for pilot 2	
<p>What worked/did not work</p> <ul style="list-style-type: none"> Day 3 devoted to technical stuff and day 4 devoted to people's skills did not work The "governance check" did not fit into day 4 and overlapped too much with day 2 Need to make the course more integrated EAFM Having two toolkits is confusing M&E section did not really work. 	<p>Suggested improvements</p> <ul style="list-style-type: none"> Shuffle day 3 and day 2 "theory" and people skills activities Shift co-management and governance for implementation to the earlier session on co-management and governance. Change "Governance check" to "Reality check" and look at constraints and barrier to developing and implementing the EAF plan based on what is in place now. Merge the toolkits but group under headings Clarify (i) M and (ii) E and (iii) adapting and the link to reviews and reporting
B. what can we add/review/change the very next day	
<p>What worked/did not work</p> <p>No changes needed to day 5</p>	

Appendix V Summary of day 1 ice breakers

Concerns	Hopes
<p>Ocean acidification</p> <p>Develop a management plan</p> <p>Understanding & implementing EAFM</p> <p>Resource depletion</p> <p>Lack of awareness among the stakeholders</p> <p>Integration of EAFM to local government program</p> <p>I would be able to understand the EAFM & tell others</p> <p>Decreasing fish stock, degrading habitat, destructing economy</p> <p>Improving fisheries management</p> <p>Stakeholders participation</p> <p>Lacking of fisheries resources</p> <p>To address issues faced in our region</p> <p>Any real success stories on EAFM?</p> <p>Limited personal outputs (lack experience)</p> <p>Overfishing</p> <p>Climate change</p> <p>May be too technical or one way communication</p> <p>Training program may not work</p> <p>A lot to learn in little time</p> <p>That we will be forced to do karaoke</p> <p>Fisheries</p> <p>The most critical point is the extension of EAFM to the target group</p> <p>Limited field work or exposure (mainly desk work)</p> <p>Can we implement an EAFM plan?</p> <p>Habitat destruction</p> <p>Can I make the difference?</p> <p>Would I be able to divert overfishing?</p> <p>Take long time for the course, while work is piling up</p> <p>Ideas are imposed on others</p> <p>Take up of EAFM principles too slow, too little, too late</p> <p>Closed in a window , less room</p>	<p>I hope this course would have continuity within the same group & hopefully produce skilled trainers.</p> <p>At the end of the course, understand more about EAFM.</p> <p>To learn more & widening network.</p> <p>To be an EAFM trainer/facilitator for Malaysia.</p> <p>To gain more knowledge on EAFM apart from what I've read from books, journal and articles. Can talk more about EAFM when I have to.</p> <p>To learn more about stakeholder engagement</p> <p>A better understanding of EAFM a better ability to execute EAFM on the ground.</p> <p>Answers of my questions & puzzles.</p> <p>A better fishery management. More knowledge on EAFM.</p> <p>EAFM principle adopted as quickly as possible.</p> <p>Participants are confident that they understand EAFM.</p> <p>Hope to learn & more fun in this workshop.</p> <p>Sustainable fisheries.</p> <p>Training programme is successful.</p> <p>Practical adaption.</p> <p>Sustainable fisheries management.</p> <p>Able to take important points for today.</p> <p>Understand & learn about EAFM.</p> <p>EAFM will be a priority program more particularly by local government units.</p> <p>Be a step wiser at the end of the week.</p> <p>To absorb as much knowledge (management fisheries) & get to know people with different background.</p> <p>Understand EAFM to develop EAFM awareness among stakeholders.</p> <p>Knowledge.</p> <p>More alert on importance of EAFM.</p> <p>To walk away with new ideas on delivering EAFM.</p> <p>Good/positive group. Dynamics/spirit.</p> <p>Build meaningful networks with other fisheries management/managers in the regions.</p> <p>To understand & implement EAFM.</p>

What I bring
<p>Experience</p> <p>EAFM knowledge + experience</p> <p>Info sharing about my regional fisheries</p> <p>Little me-EAFM knowledge</p> <p>Basic knowledge of fishery biology. Little experience in EAFM testing</p> <p>Facing various level of stakeholders</p>

Effort to learn new fisheries method
Wide knowledge of fisheries issues
United knowledge in EAFM
Bring experiences in managing no-take MPA
Ability to make linkages across countries and between programs
Experience on organising series of EAFM workshops for multi-sectional agencies member of
National EAFM TWG
Curiosity on how to do a better fisheries management
Enthusiasm
Hope-lots of it
A new face in fisheries
Ready to listen and learn
Stories of EAFM
EAFM materials given yesterday
A point of view
Willingness to learn and understand what EAFM is all about
Passion and keen interest
Questions & puzzle
Willingness to learn
Knowledge in Philippines fisheries (+Chocnut)
I bring enthusiasm to develop EAFM in any way I can
Ecological understanding of fisheries

Appendix VI Summary of day 1 threats and issues in fisheries

These are the combined threats and issues in fisheries management that participants generated on Day 1 (random groups)

Ecological	Human/social/economics
Climate change adaptability Pollution sedimentation - pollution from Runoff Depletion of resources Recruitment over-fishing Overfishing – too many fishing boats Unsustainable aquaculture practices Marine debris Juvenile fish bycatch Mismatch between research + management : invasive species, ballast water discharge (alien/invasive species) Ecosystem impacts of aquaculture Unsustainable coastal development Household waste + garbage into sea Degrade habitats – habitat destruction (due to minimizing land reclamation) Environmental destruction + urbanization Non-selective fishing gears (mesh size,...) Expansion of inland agriculture Unsustainable fishing practices Destructive fishing – fish bombing – cyanide fishing Smaller fish sizes Loss of biodiversity Loss of coral reefs Loss of mangroves	Lack of awareness for sustainable fisheries Fisheries subsidies Market demand – reduced income from fishing – human population growth Lack of awareness of ecosystems Subsidies Unreasonable demand Conflict over resources Poverty – hardcore poor on fishing community Marginalization of fishers in coastal development – livelihood options – limited opportunities to exit the fishery Coastal poverty Ineffective communications The aging of fishermen (younger generation not interested) – lack of local (labour – too dependent on cheap foreign labour) – lack of infrastructure to market fish at reasonable prices Lack of enforcement Lack of local participation – demand for high-valued fishery resources from other countries – too much advance fishing technologies Fishing ground conflicts Illegal trade – food security – fish mills

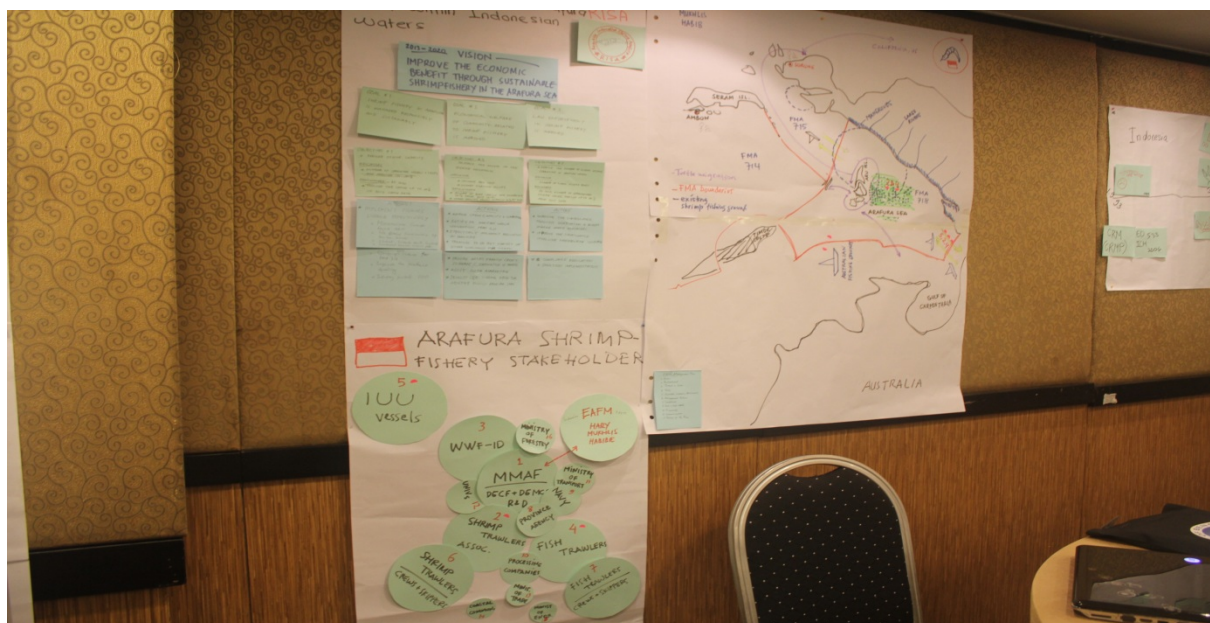
Governance
Inadequate legal mechanism for ecosystem based management Political will lacking – no political will – political will (enforcement) No regulation of allowable fish size/capture fish size Open access Illegal transshipments/movement Regulation relevance? Many fishers are too dependent on fish subsidies Poor compliance – limited implementation of policies Complexity of multi-species management Communication with stakeholders Sectoral management Illegal, Unregulated & Unreported fishing (IUU) Awareness of fishermen

Transboundary issues
Politics trumping science
Boundary issues (migrant fishers)
Inadequate finance for management
Inadequate land-use planning
Conflict between fishers + conservation
Human resource capacity & quantity to manage – lack of manpower expert in fisheries management – insufficient capacity (manpower, money, ability, knowledge)
Gap in policies
Not enough scientific data/resource survey – lack of data – lack of baseline monitoring – lack of awareness on all levels – no regulation on formaldehyde on fish catch
No quality control
Budget restriction on local government (to fund human resources and projects)
No cooperation between sectors/agencies

Appendix VII Photo outputs of group FMU draft EAFM plans



Kudat live reef fish and food fisheries management, Sabah, Malaysia



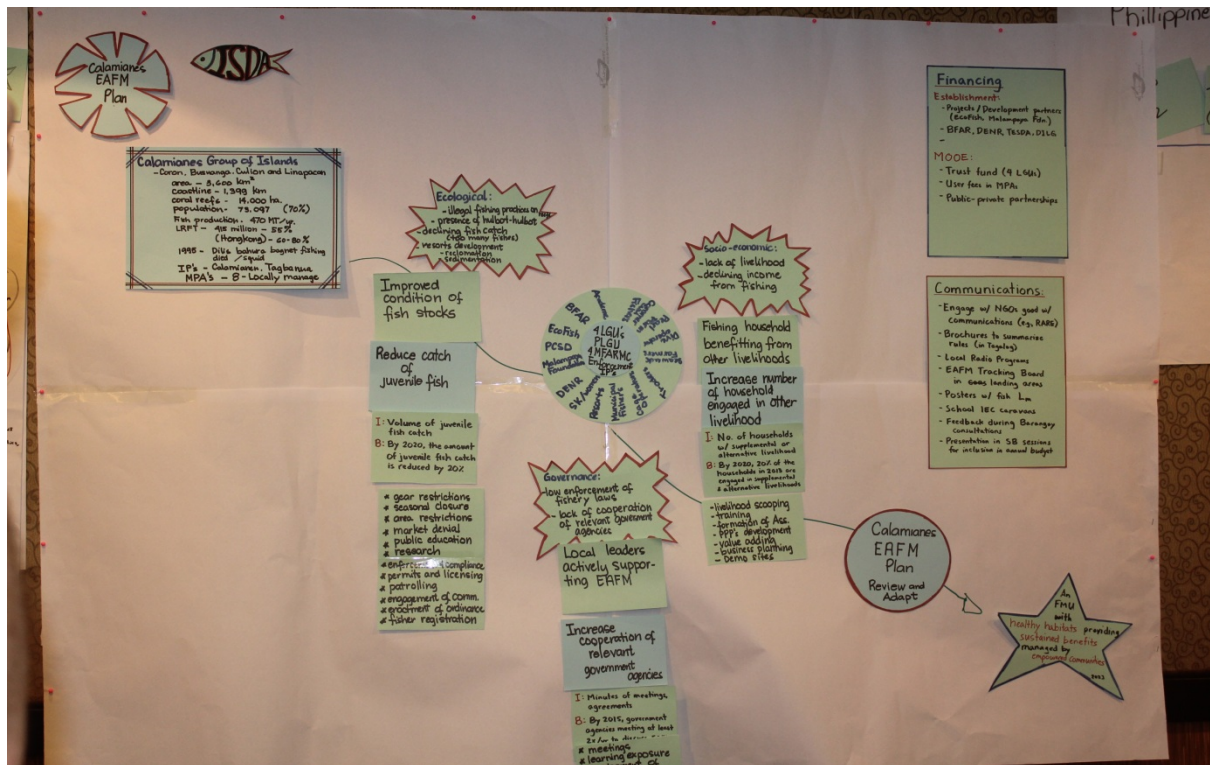
Arafura shrimp industry, Indonesia



Coastal fisheries in Selangor, Malaysia



Small pelagic fish in Kudat, Sabah Malaysia



Calamianes EAFM plan, Philippines



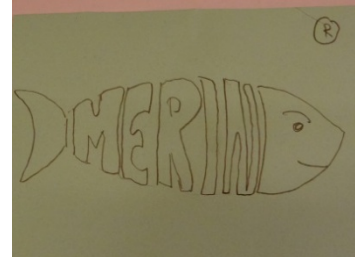
Embedding the 5 Steps of EAFM

Appendix VIII Day 5 draft EAFM plan presentation schedule

Essential EAFM presentations 28 June 2013

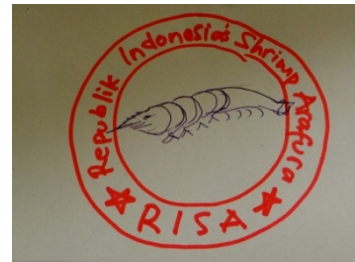
MERIN

Small Pelagic Fish in Kudat, Malaysia



RISA

Shrimp Fishery in Arafura Sea within Indonesian Waters



HAPPY MAMENG

Kudat Live Reef Fish & Food Fisheries Management, Sabah, Malaysia



ISDA

Municipal Fisheries of the Calamianes Group of Islands, Palawan, Philippines



SFMU

Coastal Fisheries in Selangor, Malaysia





Bangladesh, India, Indonesia, Malaysia, Maldives, Myanmar, Sri Lanka and Thailand are working together through the Bay of Bengal Large Marine Ecosystem (BOBLME) Project and to lay the foundations for a coordinated programme of action designed to improve the lives of the coastal populations through improved regional management of the Bay of Bengal environment and its fisheries.

The Food and Agriculture Organization (FAO) is the implementing agency for the BOBLME Project.

The Project is funded principally by the Global Environment Facility (GEF), Norway, the Swedish International Development Cooperation Agency, the FAO, and the National Oceanic and Atmospheric Administration of the USA.

For more information, please visit www.boblme.org



Norad

